R E P O R T R E S U M E S

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THE ASPEN CONTINUOUS PROGRESS PLAN.

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COLORADO STATE DEPT. OF EDUCATION, DENVER

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THIS REPORT IS A DOCUMENTATION OF THE EFFORTS OF THE STAFF OF THE ASPEN ELEMENTARY SCHOOL, ASPEN, COLORADO, TO INDIVIDUALIZE THE INSTRUCTIONAL PROGRAM IN GRADES K-6. INVOLVED IN THIS WERE APPROXIMATELY 450 STUDENTS AND A STAFF OF 13 TEACHERS. THE INDIVIDUALIZATION OF INSTRUCTION WAS ACCOMPLISHED THROUGH THE MODIFICATION OF THE TEACHING-LEARNING PROCESS AND THE USE OF PROGRAMED MATERIALS. ACTIVITIES WERE CONCENTRATED IN THE AREAS OF MATHEMATICS AND READING AND TO A LESSER EXTENT IN SCIENCE. EACH TEACHER WAS RESPONSIBLE FOR PRESENTING MATERIALS TO SUIT EACH MEMBER OF HER CLASS REGARDLESS OF THE LEVEL AT WHICH THE STUDENT WAS PERFORMING. SUMMARIES ARE PRESENTED OF THE TEACHERS' AND PARENTS' REACTIONS, EVALUATION OF THE PROGRAM, AREAS NEEDING IMPROVEMENT, STUDENT ACHIEVEMENT, AND RECOMMENDATIONS. THE APPENDIXES CONTAIN STUDENT EVALUATION FORMS AND EXAMPLES OF LETTERS TO PARENTS. (JH)

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COLORADO WESTERN STATES SMALL SCHOOLS PROJECT

DOCUMENTATION

THE ASPEN CONTINUOUS PROGRESS PLAN
Mr. Ned Morningstar
Aspen High School
Aspen, Colorado
1964 - 65

COLO. STATE DEPT. OF
EDUCATION · DENVER
BYRON W. HANSFORD
COMMISSIONER

RC 000900

THE WESTERN STATES SMALL SCHOOLS PROJECT

The Western States Small Schools Project, partly financed by a grant from the Ford Foundation, is designed to help the state education agencies in Colorado, Arizona, Nevada, New Mexico, and Utah in their efforts to improve instruction in the necessarily existent small schools. The Project began January, 1961 and will end August, 1965. Policy board of the Project is composed of the chief state school officers of the cooperating states. Ralph G. Bohrson, Coordinator of the WSSSP, is headquartered in Denver, at the Colorado State Department of Education.

The Colorado portion of the Project, involving more than two hundred teachers and administrators in approximately thirty schools has been working in the following areas:

- Ungraded or Continuous Progress Programs

- Use of Self-Instructional Materials

- Teacher Education and In-Service Programs

- Institutes for Rural School Board Members

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INTRODUCTION

This report is a documentation of the efforts of the staff of the Aspen Elementary School, Aspen, Colorado to individualizing the instructional program in Grades K-6. Involved in this effort were approximately 450 students and a staff of 13 teachers. The individualization of instruction was accomplished through the modification of the teaching-learning process and the use of programed materials. Activities were concentrated in the areas of mathematics and reading and to a lesser extent in science.

Organizationally, no attempt was made to group the students into homogenious groups. Each teacher was responsible for presenting materials to suit each member of her class regardless of the level at which the student was performing.

THE ASPEN CONTINUOUS PROGRESS PLAN

1963 - 64

After a year of research and study on the part of the Board, the administration and the faculty, the decision was made to individualize instruction in the Aspen Elementary School. A survey of the school population and its academic achievement indicated that with the immense range of ability it was unrealistic to set achievement standards by grade levels for all children. Under the former plan we were not accounting for individual differences. Consequently, there were many students who were frustrated either by having to meet standards too rapidly, or because they could not move ahead. Also, students were moving ahead to the next level before they had mastered the necessary skills or work habits.

Granting that group experiences were important, it was decided to restrict the individualization to the skill subjects of the language arts and mathematics.

With the present plan, a child now proceeds through the first four years of schooling with the emphasis on giving him the tools of learning. At level K when a child is ready and interested, he is introduced to reading and to numbers. Careful records are maintained as to his progress in understanding the various concepts in all areas of the two subjects. At the end of the year he moves on to the next level. His records and materials pass on with him and after any necessary review, he goes on from where he left off in the previous level. The teacher carries the responsibility of furnishing the suitable materials needed by him and continues tc record his progress.

At the end of levels three and six, all children are carefully evaluated. In very special cases, a child may be retained, but if a child is advancing at a rate consistent with ability he remains with the group, continuing to work on mastering his skills, and work habits. In general, it is the overall aim of the primary division to have the majority of the children equipped with good work

habits, have a sound knowledge of the basic skills, and instilled with an interest in their work so that they assume more responsibility for their progress and do not depend solely on teacher motivation.

During the first four levels the student experiences learning situations in science, social studies, music and art, but the emphasis is placed on the skills and work habits. At the end of this phase he is ready to move more extensively into the subject areas. Records are maintained on the skills but now the child is ready to pursue his many interests, and all children do not have to be working on the same assignment at the same time in any subject area.

Since the children are no longer measured in terms of the group's achievement, but in terms of their own ability and achievement, grades per se' are no longer significant. The only marks used relate to the progress the individual child has made. If he has not been working up to capacity, he may receive an "I", representing insufficient progress. If his work is what one work expect of him, he may receive an "N" for normal progress. If his effort is outstanding he receives an "S". This marking is summarized on each nine week progress report which is shown to the parent and the child. A conference is scheduled with the parents at the time of the first and last report. Examples of the child's work is shown and the parent receives as clear a picture as possible of the progress the child has made.

An additional record of achievement is maintained on each child in the form of a bar graph. This record is shown to the parent at the final conference so that he may see exactly where his child stands. All records, including skill checklists, become a part of the child's permanent folder. Each succeeding teacher knows exactly the extent each child's progress and need not take two months to discover this information about the incoming pupils.

Inadequate building space has prevented the establishment of materials centers, but as far as possible materials by subject areas are being collected

and placed in one location where a teacher may go to find the materials needed without disturbing another teacher. The center not only includes books and texts but reading laboratories, programed materials and other non-textbook materials.

Frequent testing is necessary to measure the child's progress. The SRA Achievement Test is administered to all students in the fall and in the spring. Teachers are permitted to make their own decisions regarding testing throughout the year. Tests that accompany reading series, arithmetic materials, diagnostic tests, or other forms of achievement tests were available. One of the main responsibilities of the teacher is to be certain that a child's progress is continuous from one learning activity to the next. The teacher also works out her own forms of record keeping for use during the school year.

The results as observed so far have been encouraging to the extent that we are carrying this program on into the junior high school this year, and into the high school the following year.

In general, the children have demonstrated considerable interest and ability to work on their own. In some cases, the teachers have found it difficult to find adequate materials fast enough for the child to move on. The slower worker, with the pressure taken off, works more comfortably. The discouraged students are beginning to produce. Children are asking for homework!

PROCEDURE

Steps taken to implement the Continuous Progress Plan were as follows:

1. Survey of Student Population: A survey of the school population and its academic achievement indicated that with the immense range of ability it was unrealistic to set achievement standards by grade levels for all children. Individual differences were not being accounted for under the former plan. Consequently, there were many students who were frustrated either by having to meet standards too rapidly, or because they could not move ahead. Also, students were moving ahead to the next level before they had mastered the necessary skills or work habits.

2. Research: Various schools in Colorado and across the country were contacted asking them for information about ungraded classes, individualized instruction, team teaching, or related subjects. Bibliographies of

books on the subject were obtained. When possible, the book or other form of literature was purchased. All the material was studied carefully by the administration and members of the staff.

3. Presentation of Tentative Proposal to Board: A report of the results of the student population survey was presented to the Board, with the recommendation that they consider a continuous progress plan. The proposal to move towards a continuous progress plan was accepted.

4. Contacted State Department: Referred to Laboratory School, Brigham Young University, Provo, Utah

5. Visiting: Administration and staff members visited Laboratory School in Provo and discussed C.P.P. with Dr. John Crnkovic.

6. Experimentation with Materials: Programed and non-text book materials were purchased and tried at all levels. Teachers began to work out methods for individualizing.

7. Faculty Orientation:
   a. Teachers who did not go to Provo attended the Colorado Western States Small Schools Project Workshop at Rangely in June, 1963.
   b. Week workshop for faculty was held prior to opening of school.
   c. Workshop after opening of school with Dr. Crnkovic

8. Cost of Individualizing Instruction: The per capita cost increased 15-20%. Most of this expenditure was for programed and non-textbook materials.

9. Parent Orientation:
   a. P.T.O. meeting opening week of school. The speaker was Dr. John Crnkovic on the continuous progress plan.
   b. Letter to all parents explaining no grades and conference plans. (See Appendix I & II, pages 12-13)

10. Testing: All children were tested with S.R.A. Achievement Tests

11. Materials Center: Building space did not permit a materials center so the teachers kept the materials in their rooms and shared them. Additional materials were furnished to the teachers as requested.

12. Record Keeping: Administration had worked out forms and organizational details for putting the C.P.P. officially into action. We discovered that the teachers had to work out the forms for themselves. This job was completed by the first nine week conference.

13. Conferences and Reports:
   a. Parent required to attend first and last conference. For this, school was closed two half days and each parent was scheduled for fifteen minutes.
   b. At the conference the parents were shown a bar graph based on test results that indicated the achievement at that time. (See Appendix III, page 14). In addition there was a progress report indicating Strong, Normal, or Insufficient progress in all subject areas.

Also the parents were shown samples of the childrens' work. Teachers answered parents' questions about the program.

c. Second and third nine weeks reports were given to parents in conference only where necessary. Others were mailed home.

14. Assistance: Consultative assistance was provided by members of the Colorado State Department of Education.

15. Individualizing in Other Areas: As the year progressed the staff members became more confident and found that they could individualize spelling, geometry, some social studies, and some science.

16. Sequential Checklist Passed on with Materials: A sequential checklist of materials completed by level in the areas of reading, mathematics, and spelling was compiled by the teachers. At the end of the year these forms were sent on to the next level, along with uncompleted units of work. (See Appendix IV, pages 15-20 for reading, and Appendix V, pages 21-23 for arithmetic.)

17. Faculty Meetings: Frequent faculty meetings were held to evaluate and exchange ideas. Teachers realized that they had to work as a team.

18. Testing: All students tested with SRA Achievement Tests

19. Kindergarten:
    a. Records of books read by each child.
    b. Questionnaire sent to parents regarding kindergarten program.

20. Final Conference

21. Teacher Evaluation

22. Documentation: Continuous progress plan written up as it had formulated itself in Aspen.

EVALUATION

Teacher Reaction: In order to evaluate Aspen's continuous progress plan after the first year of operation in the elementary school, all teachers of the various levels were asked to fill out a questionnaire, which included the following questions.

1. Do you feel, judging by your test results, that the new program has been successful?

2. Have you any particular students who profited unusually by the new program?

3. Have you any particular students who did not profit by the new program?

4. What change, if any, in student behavior did you observe? (Self-understanding, attitudes, acceptance of responsibility, etc.)

5. Do you feel that the program helped you in your methods of teaching?

6. Did your participation in the program change your attitude toward your job?

7. To what extent do you feel that the program has been accepted by the parents?

8. Have you any parents opposed to the program? If so, what are their criticisms?

9. In what areas do you feel there is need for improvement in the continuous progress program?

(NOTE: All responses to the questions have been summarized. In order that this report may be more clearly understood, it should be pointed out that the older the child, and the higher the level, the greater the resistance to the individualization of instruction. Also, the teacher turn-over in the fifth and sixth levels, during the course of the year, handicapped the program in many ways.)

The majority of teachers felt that the achievement scores were higher this year. However, they also were aware of the fact that this is the first year for using the SRA battery of tests, and they felt that we should check this year's achievement results with another battery of tests and possibly work out norms for the Aspen School.

All teachers felt that some of their students had profited more than others with the new plan. The slow worker with good work habits, the above average student with good work habits, or the fast worker who had never worked up to his capacity seemed to benefit the most. One teacher at a particular level felt that all of her students had profited immensely.

There were cases of students not profiting in practically all levels. These were the immature students, those slow to motivate or unable to set goals for themselves, those with poor work skills, or those who were motivated only by competition. For the most part, these students were in the upper levels, although there was one child in level one who managed to get ahead of his neighbor, then stopped work altogether.

There was a definite change in student behavior, particularly up through level five. Some children had never been aware of what they could do. They learned to work independently, evaluate their own work, organize, increase their attention span, improve work habits, and even take on more work. At level six, the students resisted the program, and with the exception of a few, wanted direct assignments.

In general, the teachers felt that they had improved their methods of teaching. One stated that she had always wanted to teach this way, but she could never receive permission from her former administrators. One admitted that she felt that she had improved, but she was also quite conscious of the increased amount of work. One teacher said that she learned a lot, but was no longer a teacher but a consultant.

The question about changing of attitudes toward the job was perhaps not a good one. Four teachers indicated that they enjoyed teaching regardless of the methods used. Those who did not respond in this manner commented on how challenging, interesting and satisfying the new plan had made their work.

Parent Reaction: Two teachers who had joined the staff during the course of the year were uncertain as to how the parents in general had responded, although they reported no criticisms. The rest of the teachers felt that the parents had accepted the continuous progress program, with perhaps one or two exceptions. In some cases it was a question of the parent not really understanding what we are doing. The following parent questions or criticisms were submitted:

1. Leeriness of lack of group techniques in teaching reading.
2. Couldn't understand how teacher could judge child's work without using percentages.
3. Grading system was contested. Desire expressed for more tangible report.
4. Question whether all children will recognize academic needs.
5. Some children get all the help and praise.

6. Do not like new mathematics.
7. Child brings no definite assignment home, so how does parent know what he should be doing?
8. How can child concentrate with peers moving around the classroom?
9. Not enough oral reading.
10. Child runs into snag and teacher cannot help him immediately.
11. What will happen to child in high school?
12. Parent of slow student is afraid his child is not being pushed enough.

Areas Needing Improvement: The teachers indicated the following needs for improvement of the continuous progress plan:

1. Teachers should work together more as a team, sharing materials, methods, and exchanging ideas.
2. Grading system should be studied and evaluated.
3. Evaluation of achievement report should be revised and made more accurate. (Bar graph should indicate exact year and month as shown on test.)
4. Classes are too large for this type of instruction. Should be kept to maximum of twenty-five.
5. Need more materials for individualized instruction.
6. Watch for balance between drill and emphasis on the skills and the creative aspects.
7. More explanation to the parents as to what we are trying to do.
8. Consider departmentalization and team teaching as a means of cutting down teacher preparation and knowledge of material for such a wide range of student work.
9. Study how to individualize science and social studies in the middle grades.
10. Need sequential spelling list to bring continuity into the program.
11. Find more effective means of checking for reading comprehension.
12. More testing in all curriculum areas to help teacher report progress to parent.
13. More effective record keeping.

14. Since classroom climate has become more informal, an effort should be made to have consistent disciplinary rules for outside the academic classroom.

15. Should concentrate on establishing materials center.

All of the above suggestions indicate the profound thinking and interest of the faculty to improve the program. One can conclude that despite the many improvements to be made, the faculty has done a remarkable job during the first year of the Aspen Plan.

Kindergarten Program: After two years of introducing reading and mathematical concepts in the kindergarten curriculum, a questionnaire was sent home to the parents to obtain their reaction to the program. Two questions were asked:

1. Do you think that your child benefited by this program?

2. Do you feel that your child has enjoyed himself this year?

Space was left for the parent to comment, if he so desired.

Forty-six of the fifty-nine questionnaires sent out were filled out and returned. The response to both questions was unanimously, "Yes". Thirty of the questionnaires contained comments which, in general, were very enthusiastic. One parent, who had answered both questions in the affirmative, commented rather strongly that she felt we were concentrating too much on the academics at this level, and that her child returned home from school tired every day. One parent commented that she didn't approve of the children bringing work home. Another parent felt that there was not sufficient communication between home and school concerning weekly progress. One thought that his child might have learned faster. One indicated concern for the child who was not ready. Except for the one contradictory comment, most of the parents accompanied their critical or questioning comments with positive remarks, particularly in regards to their children learning to read.

One can conclude from the results of the questionnaire that, in general, the parents are in favor of the new kindergarten program. Next year we will canvas the entire elementary parent group for an opinion on the continuous progress program.

Student Achievement: Indicated student growth for the school year 1963-64 is summarized below:

1. A composite score in reading from pre-SRA Reading Achievement Test indicated a grade placement range of .8 to 4.8 for fifty-five first level students. The median indicated grade placement score was 3.2. (See Chart No. 1, page 24.)

2. A composite score in arithmetic from the SRA Arithmetic Achievement Test indicated the range in grade placement scores of .7 to 4.0 for fifty-five first level students. The median indicated grade placement was 2.8. (See Chart No. 2, page 25.)

3. A composite score in reading from the SRA Reading Achievement Test indicated a grade placement range of 2.0 to 6.2 for sixty-one second level students. The median indicated grade placement score was 3.4. (See Chart No. 3, page 26)

4. A composite score in arithmetic taken from the results of the SRA Arithmetic Achievement Test indicated a range in grade placements from 2.3 to 5.1 for sixty-one second level students. The median indicated grade placement was 3.0. (See Chart No. 4, page 27)

5. The 68 third level students indicated a range from 2.5 to 7.3 in arithmetic concepts; from 2.8 to 7.2 in arithmetic reasoning; and from 2.9 to 4.9 in arithmetic computation. The median student gain indicated for the year was 1.6 years for arithmetic concepts; 2.0 years for arithmetic reasoning; and 1.3 years for arithmetic computation.

6. The 68 third level students indicated a range from 2.0 to 7.3 in reading comprehension with a median gain of 1.8 years. In reading vocabulary, an indicated range from 2.5 to 7.5 appeared, and the median gain for the year was indicated to be a 2.2 years.

7. The fourth level students range in achievement for arithmetic concepts was indicated from 2.2 to 8.0 in grade placement. Arithmetic reasoning indicated a range from 3.1 to 10.0, and arithmetic computation indicated a range from 3.6 to 9.1. The median student gain for the 66 fourth level students was indicated to be 1.7 years in arithmetic concepts, 2.2 years in arithmetic reasoning, and 1.7 years in arithmetic computation.

8. The 66 fourth level students indicated a range from 3.9 to 9.9 in reading comprehension and from 2.9 to 10.0 in reading vocabulary. The median student gain was indicated to be 2.4 years in reading vocabulary, and 2.2 years in comprehension.

9. The 59 fifth level students indicated a range from 2.6 to 9.0 in arithmetic concepts; from 4.9 to 10.0 in arithmetic reasoning; and from 4.3 to 8.7 in arithmetic computation. A median gain of 1.5 years in arithmetic concepts, 1.4 years in arithmetic reasoning, and 1.5 years in computation was indicated.

10. The fifth level students indicated a range from 3.6 to 9.9 in reading comprehension with an indicated median gain of 1.1 years. In reading vocabulary, an indicated range from 4.1 to 10.0 appeared, and the median gain for the year was indicated to be 1.6 years in grade placement.

11. The 58 sixth level students indicated a range from 3.7 to 9.0 in arithmetic concepts and indicated a median gain of 1.1 years. In arithmetic reasoning the indicated range was from 3.9 to 10.0 and the median gain was 1.2 years. The indicated range for arithmetic computation was 5.2 to 10.0 and the median gain was 1.2 years.

12. The sixth level students indicated reading comprehension range was from 2.6 to 10.0 with a median gain of 1.3 years. The reading vocabulary indicated a range from 3.1 to 10.0 in the students with a median gain of .8 years.

CONCLUSIONS AND RECOMMENDATIONS

1. The younger the student, the more readily he adjusts to the continuous progress program.

2. The slower and faster student seem to profit most by the individualized instruction.

3. There are occasional students, as with the previous system, who are difficult to motivate because of personal problems.

4. In some cases, where the classes were unusually large (well over thirty) test results in reading indicate greater gains in vocabulary than in comprehension. In mathematics, indications are that greater gains were made in reasoning and concepts than in computation. (This observation would indicate a need for increased drill in arithmetic and more checking of comprehension in reading.)

5. Record keeping becomes a tremendous job and teachers need assistance, if the group is over twenty-five in size.

6. Accurate records of each child's progress and achievement are vital for keeping track of his individual program, reporting to parents, and providing information for the teacher of the next level.

7. Teachers discovered that they could individualize in other areas: spelling, grammar, social studies, and science. This work has not been extensive enough to evaluate at this time.

8. Parent reaction to the program was favorable.

APPENDIX I

ASPEN SCHOOL DISTRICT NO. I (RE)
BOX 300 ASPEN, COLORADO

October 10, 1963

TO ALL PARENTS:

This year the elementary school has introduced the Continuous Progress Plan at all levels. This means that in the areas of reading, mathematics, and in some instances, spelling, each child will eventually work at his own speed with materials suitable for him. Mastery of the various skills will be stressed at all levels.

Under this plan the student no longer will be measured in terms of the class but in terms of himself. He will be helped to see what is expected of him in his assignments and then he will be informed whether his achievement is satisfactory or not. No other marks or grades will be necessary.

In lieu of report cards, parent conferences will be held at the end of the first nine week period, at the end of the first semester, if necessary, and at the end of the year. At the conference, the teacher will show the parents, with the aid of charts, records, and samples of the child's work, at what level the child is achieving, and specifically the area where he is in need of assistance.

Parents who are interested in learning about the new mathematics materials we are using or the Continuous Progress Plan may obtain written materials in the elementary school office.

(Signed) Earl J. Kelly
Superintendent

APPENDIX II

ASPEN SCHOOL DISTRICT NO. L (RE)
BOX 300 ASPEN, COLORADO

October 23, 1963

Dear Parents:

Parent conferences will be held on Thursday, October 31, and Friday, November 1. We urge that you make every effort to attend since this will be the only way in which you will be informed of your child's progress. We will be scheduling appointments for over four hundred children, so it would be deeply appreciated if you would be prompt.

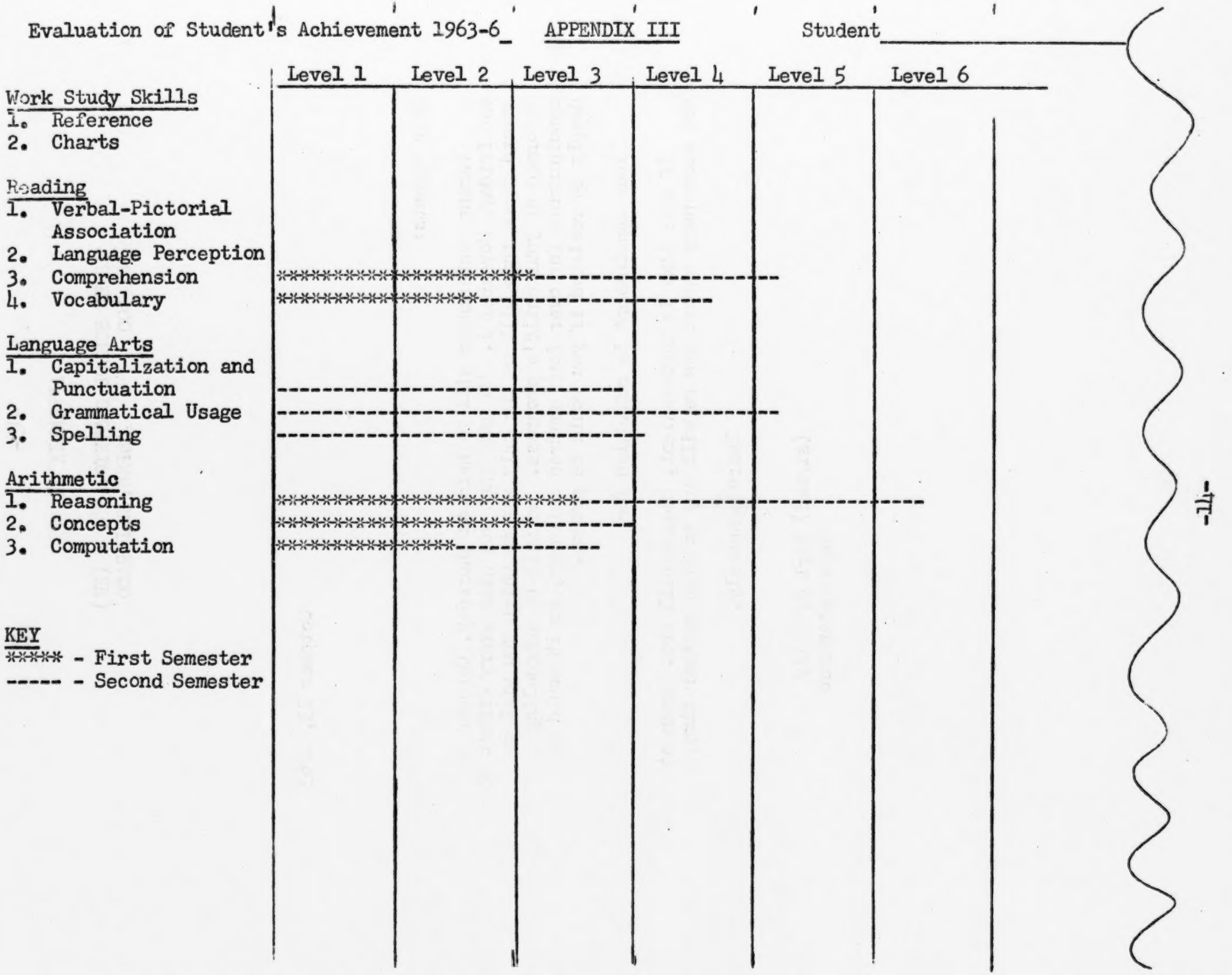
Your appointment is scheduled for _____.

If this time is inconvenient, please call Mrs. Inman at the elementary school and we will try to find another time.

Yours sincerely,

(signed) Earl J. Kelly
Superintendent

Evaluation of Student's Achievement 1963-6_ APPENDIX III Student_____



APPENDIX IV

Student_____

L E V E L K

BOOK AND PUBLISHER	Level When Read	Work-book	Work Sheets	COMMENTS
SRA READING: LEARNING TO THINK SERIES				
Sally, Dick and Jane Scott, Foresman (S-F)				
Fun with Our Family (S-F)				
Fun Wherever We Are (S-F)				
We Look and See (S-F)				
We Work and Play (S-F)				
We Come and Go (S-F)				
Skip Along (S-F)				
Under the Sky (S-F)				
Open the Door (S-F)				
High on a Hill Row Peterson				
Guess Who (S-F)				
My Little Red Story Book Ginn				
My Little Green Story Book Ginn				
My Little Blue Story Book Ginn				
SRA WORKBOOKS:				
THE RED BOOK				
THE BLUE BOOK				
THE GREEN BOOK				
I Work by Myself-Clark-Elsree				

APPENDIX IV

Student_____

L E V E L ONE

BOOK AND PUBLISHER	Level When Read	Work Book	Work Sheets	COMMENTS
Fun With Dick and Jane Scott, Foresman				
Our New Friends Scott, Foresman				
Day In and Day Out Row, Peterson				
Wishing Well Row, Peterson				
Round About Row, Peterson				
Anything Can Happen Row, Peterson				
I Know A Story Row, Peterson				
It Happened One Day Scott, Foresman				
Jack and Janet Houghton, Mifflin				
Up and Away Houghton, Mifflin				
Good Stories Winston				
Along The Way Winston				
Happy Times Lyons-Carnahan				
Down Our Way Lyons-Carnahan				
On Cherry Street Ginn				
Once Upon A Time Harper & Row				
Bibs Skill Text				
SRA READING LABORATORY				

Grade Level Completed_____

APPENDIX IV

Student _____

L E V E L TWO

BOOK AND PUBLISHER	Level When Read	Work-book	Work Sheets	COMMENTS
Storyland Favorites Laidlaw				
Friends and Neighbors Scott, Foresman				
Nicky Skilltext Merrill				
Come Along Houghton, Mifflin				
On We Go Houghton, Mifflin				
More Friends & Neighbors Scott, Foresman				
Friendly Village Row, Peterson				
Through The Green Gate Row, Peterson				
Neighbors on a Hill Row, Peterson				
Just for Fun Lyons and Carnahan				
SRA Reading Laboratory				
READER' DIGEST: Part One				
Part Two				

APPENDIX IV

Student _____

L E V E L THREE

BOOK AND PUBLISHER	Level When Read	Work-book	Work Sheets	COMMENTS
Treat Shop Charles Merrill				
New Streets and Roads (3) Scott Foresman				
Looking Ahead (3) Houghton Mifflin				
More New Streets & Roads (3) Scott Foresman				
Climbing Higher (3) Houghton Mifflin				
Friends Far and Near Ginn				
Enchanting Stories Winston				
SRA READING IABORATORY				
READERS DIGEST: Part One				
Part Two				

APPENDIX IV

Student _____

L E V E L FOUR

BOOK AND PUBLISHER	Level When Read	Work-book	Work Sheets	COMMENTS
Just Imagine Scott, Foresman				
High Roads Houghton, Mifflin				
Times and Places Scott Foresman				
Today and Tomorrow Winston				
Meeting New Friends Lyons and Carnahan				
Sharing Adventures Macmillan				
Sharing More Adventures Macmillan				
It Must be Magic Row, Peterson				
Distant Doorways Burdett				
Roads to Everywhere Ginn				
Singing Wheels Row, Peterson				
Magic Carpet Merrill				
READER'S DIGEST Part One				
Part Two				
Part Three				
Part Four				

SRA READING LABORATORY Level Completed _____

SRA READING FOR UNDERSTANDING Level Completed _____

SRA PILOT LIBRARY

APPENDIX IV

Student _____

L E V E L FIVE

BOOK AND PUBLISHER	Level When Read	Work book	Work Sheets	COMMENTS
Frontiers to Explore American Book				
Sky Lines Houghton Mifflin				
Trails to Treasure Ginn				
They Were Brave and Bold Row, Peterson				
Looking Forward Scott, Foresman				
Days of Adventure Lyons & Carnahan				
Trails to Treasure Ginn				
READER'S DIGEST Part One				
Part Two				
Part Three				
Part Four				
SRA READING LABORATORY				Level Completed
SRA READING FOR UNDERSTANDING				

* *

Student _____

L E V E L SIX

Bright Peaks Houghton, Mifflin				
Runaway Home Row, Peterson				
These Are The Tales They Tell Row, Peterson				
Wings to Adventure Ginn				
SRA PILOT LIBRARY				
SRA READING LABORATORY				Level Completed _____
SRA READING FOR UNDERSTANDING				

APPENDIX V

PRIMARY

MATHEMATICS - INDIVIDUAL PROGRESS
STUDENT _____

GRADE LEVEL WHEN STOPPED _____
GRADE LEVEL WHEN COMPLETED _____

Materials	Grade Level	Completed	Not Completed	Page	Year	Teacher	Comments
SRA - G M C P	K						
SRA	1						
Wirtz-Botel	1						
SRA	2						
Wirtz-Botel	2						
Geometry - I	2						
SRA	3						
Wirtz-Botel	3						
Geometry - II	3						

APPENDIX V

SECONDARY

MATHEMATICS - INDIVIDUAL PROGRESS

STUDENT _____

GRADE LEVEL WHEN STARTED _____

GRADE LEVEL WHEN COMPLETED _____

Materials	Grade Level	Completed	Not Completed	Page	Year	Teacher	Comments
SRA	4						
Wirtz-Botel	4						
SRA	5						
Wirtz-Botel	5						
SRA	6						
Wirtz-Botel	6						

APPENDIX V

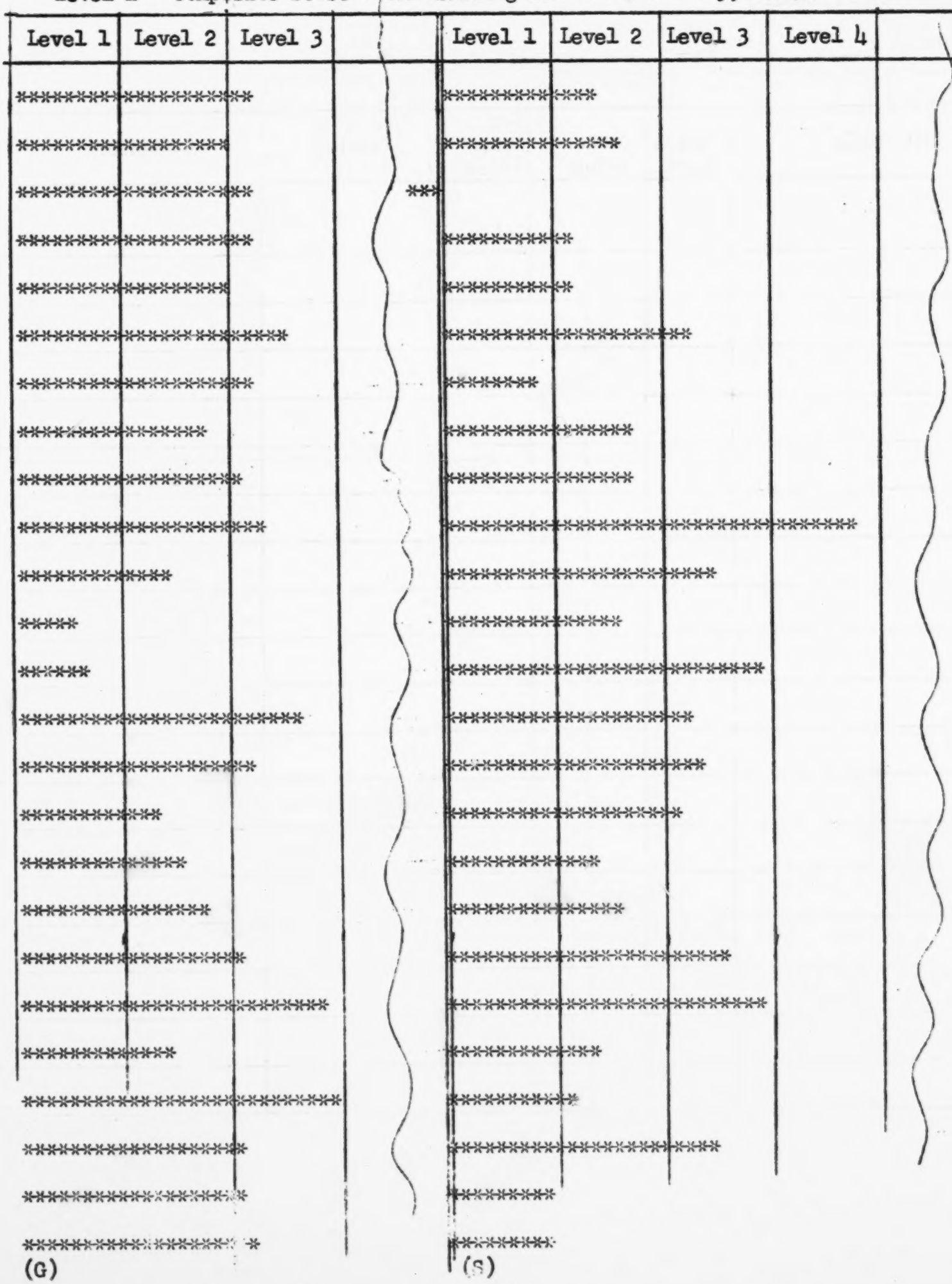
SPELLING
INDIVIDUAL PROGRESS

STUDENT _____

Materials	Grade Level	Completed	Not Completed	Teacher	Comments

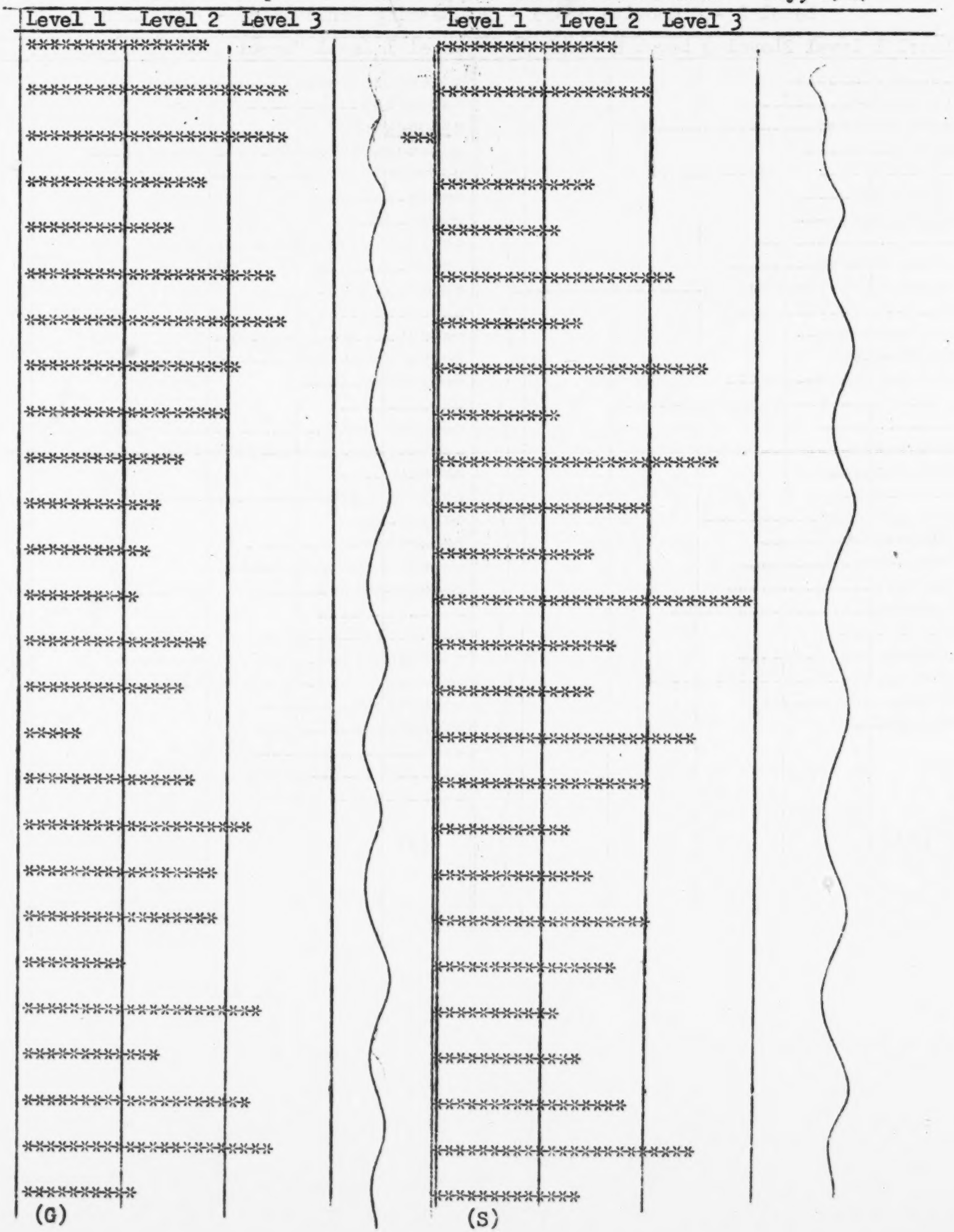
APPENDIX VI

Level 1 - Composite Score - SRA Reading Achievement - May, 1964



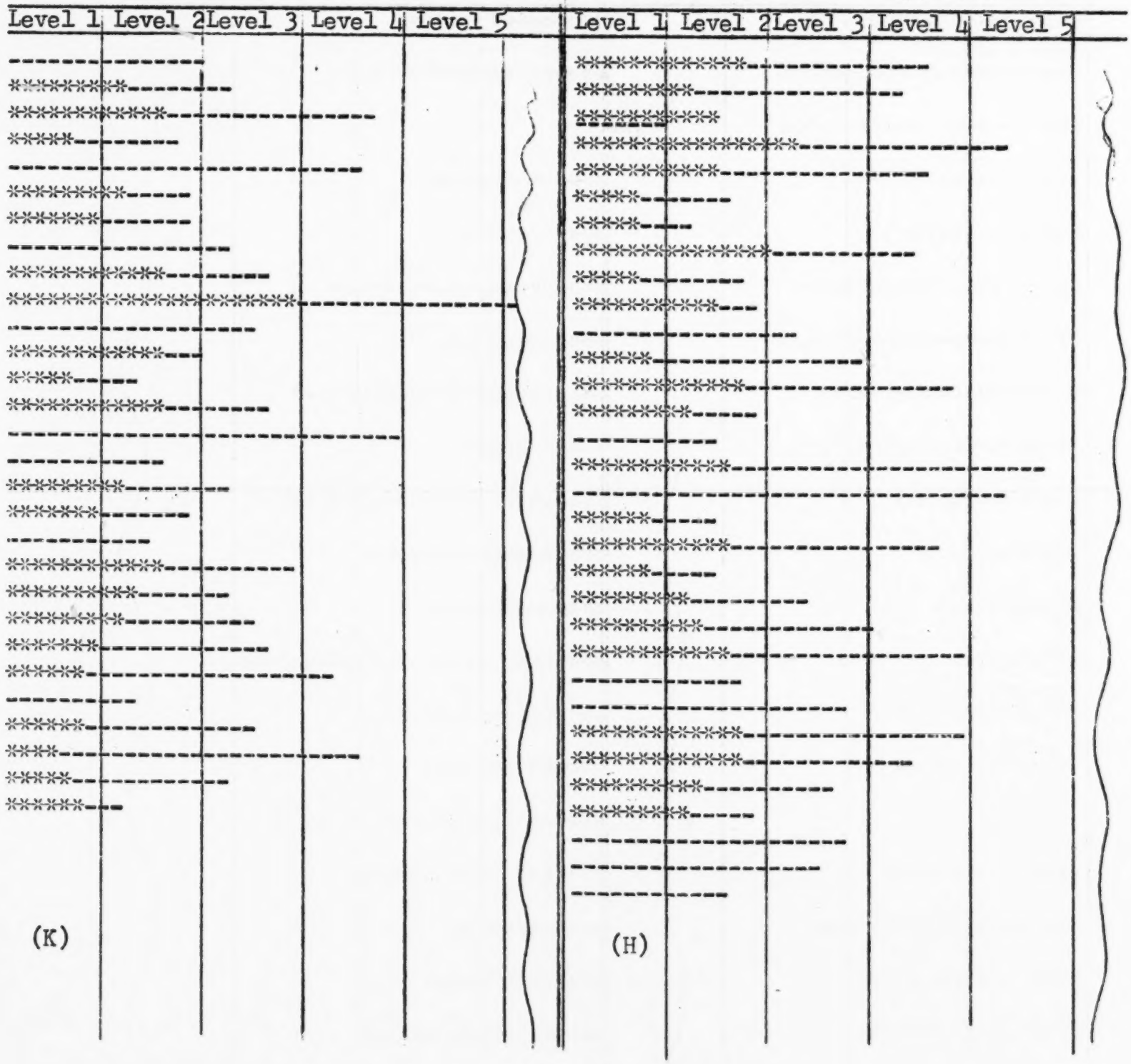
APPENDIX VI

Level 1 - Composite Score - SRA Arithmetic Achievement - May, 1964



APPENDIX VI

Level 2 - Composite Score - SRA Reading Achievement - May, 1964



APPENDIX VI

Level 2 - Composite Score - SRA Arithmetic Achievement - May, 1964